DOCUMENT RESUME

ED 325 777 CG 022 933

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TITLE Theorists and Chief Practitioners Recommend Books in Related Disciplines Which Master's Level Student Personnel Students Should Read.
PUB DATE 87
NOTE 20p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Counselor Educators; *Counselor Training; *Graduate Students; Higher Education; Masters Programs; *Reading Material Selection; *Student Personnel Services; Student Personnel Workers

ABSTRACT

One aspect of the student personnel field which has not been researched is a list of the basic books in the fields related to the profession with which professionals-in-training should be familiar. This study sought to identify those books by surveying Chief Student Affairs Officers (CSAO) (N=45) and heads (N=58) of student personnel preparation programs listed as being most important for students in master's degree programs to read. Titles of books were checked to determine if they actually existed. Each book was assigned to the following categories based on the Library of Congress designation: management, counseling, higher education, research, college students, social issues, or student personnel. Results indicated there was not much agreement among respondents as to which specific books are most important for professionals-in-training to read, although there was more agreement on the category of books these students should be reading. Tables list the top 11 books related to student personnel; the categories of related books; choices by heads of programs approved and not approved by Commission XII; and choices of books by heads of programs, classified as administration, counseling, or student development. (ABL)

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Theorists and Chief Practitioners Recommend Books in Related Disciplines Which Master's Level Student Personnel Students Should Read

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Introduction

The question of how young people wanting to enter the field of student personnel should be educated has been debated since the first stirring of our profession. The professional literature contains many ideas and expresses many concerns about preparation for entering student affairs (Knock, 1977; A.P.G.A., 1969; Delworth and Hanson, 1980). The CAS standards provide the most recent and thorough guideline for master's degree preparation for entering the profession (CAS, 1986).

One aspect of student personnel which has not been researched is the basic books in fields related to the profession with which professionals-in-training should be familiar. Books are the basis through which the first set of concepts and theories upon which to build one's professional career are learned. There is little in the literature devoted to the study of the books in student personnel and/or in related areas which are important to the preparation of new professionals.

The purposes for doing this research were to determine what the two most influential populations within the student personnel profession thought are the most important books that master's degree level professionals-in-training should be reading and to make comparisons among various categories within and between these populations. In the profession where there has been much discussion and disagreement about the professional preparation of entry level professionals, would there be more or less agreement about basic readings for these students? Are there books which are highly acceptable to both theoreticians and chief practitioners? Knowledge concerning the level of agreement within the profession about such basic literature might add to the discussion within the profession dealing with professional preparation.

The problem for this study was to identify those books related to the knowledge and practice of student personnel which Chief Student Affairs Officers(CSAO) and heads of student personnel preparation programs listed as being most

important for students in master's degree programs to read. That portion of this research which deals with books in student personnel is not presented in this discussion.

Methodology

The most direct way to gather the information needed for this research was through a survey. The heads of student personnel preparation programs were identified by using the Directory of Graduate Preparation Programs in College Student Personnel (Keim and Graham, 1987). A data base was developed which included the name of the institution;the name, title and address of the head of the program; the major emphasis of the program; and whether or not the program was approved by ACPA Commission XII. All the programs listed in the directory were used in this research, except the one with which the researcher was employed, which totaled 115 programs.

The Office of Institutional Research at the researcher's institution provided a computer generated random sample of

115 four year public colleges and universities. This random sample was taken from the National Center for Higher Education Statistics 1985-1986 computer institutional directory tape and included the name and address of each institution. The Higher Education Directory 1987 (Forregrosa) was then used to identify the name and title of each of the chief student affairs officers. Again, a data base was developed which included the CSAO name, title, institution and address.

The survey instrument was a very simple one page questionnaire which was divided into three parts: (1) demographic, (2) request for a listing of three books in the discipline of student personnel which respondents believed all master's level students must read, and (3) request for a listing of three books in fields of study related to student personnel (such as counseling, research, psychology,sociology and administration or management or leadership or organizational theory) which master's level students must read.

As responses were received the titles of the books and the author's name were recorded in the data bases. Each book listed by a respondent as being related to the study and practice of student personnel was entered in the data bases with no attempt to evaluate tha appropriateness of the selection.

The list was then checked through the university library's professional resources to determine if each book actually existed. Each book was designated as management, counseling, higher education, research, college students, social issues or student personnel based on library of congress designation.

Results

The usable return rate for the total sample was 44.78 percent (103 out of 230), with a usable return rate of 50.43 percent (58 out of 115) for the heads of preparation programs and 39.13 percent (45 out of 115) for the CSAOs.

A major thrust of this research was to compare the

responses of heads of preparation programs with those of CSAOs. The data as presented in Tables 1 and 2 compare the responses of these two populations. Of the 11 books which were rank ordered as the most often chosen (rank order 1 through 10) by heads of preparation programs and the top 9 rank order books chosen by CSAOs only four were chosen by both groups. Of these four mutually selected books the rank order for only two of them were within one rank order placement between the two groups. Moving from specific books to categories of books, there appears to be more agreement. Both groups selected books in higher education most often and books on research least often. Of the eight categories of books the rank order for six are within one rank order placement for both groups. Heads of programs selected counseling books much more often than CSAOs and CSAOs selected books dealing with social issues much more often than did heads of preparation programs.

One of the descriptors gathered from the ACPA Directory

was whether preparation programs were listed as meeting ACPA Commission XII standards. The comparisons of responses from heads of preparation programs based upon whether or not Commission XII I were met are presented in Table 3. Both categories of respondents chose books on higher education most often and books on research least often. For six of the eight categories the rank order for both groups was within one rank order placement.

Another major descriptor of master's level preparation programs available in the ACPA Directory was the curricular emphasis of the programs as administration, counseling or student development. These curricular designations were used to categorize and compare responses of heads of preparation programs. These comparisons are presented in Table 4. The responses from administration programs compared with the counseling programs shows the greatest difference. There are only two book categories that are within one rank order placement. Administrative programs chose counseling books

least often and counseling programs chose counseling books most often. The comparisons between administration programs and student development show somewhat more similarities. There are three book categories that are within one rank order placement between the two groups and both groups chose books on higher education most often. The comparisons between counseling programs and student development indicate the most similarities. Seven of the eight book categories are within one rank order placement between the two groups.

Discussion and Conclusions

It seems that there was not much agreement between or among the various categories of respondents as to which specific books are most important for professionals-in-training to read; however, there was more agreement about the category of books these student should be reading. Of the four books which appeared in the top selections by both heads of programs and CSAOs all were books in higher education. In all

classifications of respondents, except heads of counseling emphasis programs, higher education books were ranked as chosen most often.

For the heads of preparation program respondents there was a good deal of agreement concerning book categories between the programs meeting and not meeting Commission XII approved standards and also between programs with counseling emphasis and programs with student development emphasis.

It would appear that among theorists and practitioners of student development/services there is little agreement about the specific books master's degree student in student affairs preparation programs should be reading in disciplines related to their major field of study. There is a good deal of agreement as to the categories of books which these student should be reading with books in higher education being most important.

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Table 1

Fequency and Percentage Distribution of the Top Ten Books Related To Student Personnel as Chosen By Heads of Student Personnel Preparation Programs and CSAOs

Book Titles	Program Heads			CSAOs		
	f	Rank Order (N=59)	%	f	Rank Order (N=45)	%
Higher Education in Transition	10	1.00	16.95	3	7.50	6.82
College: The Undergraduate Experience in America	8	2.00	13.56	5	2.50	11.36
The Modern American College	6	3.00	10.17	5	2.50	11.36
Achieving Educational Excellence	5	4.50	8.47	N/A		
The American College and University	5	4.50	8.47	N/A		
Education and Identity	4	6.50	6.78	N/A		
Applying New Developmental Findings	4	6.50	6.78	N/A		
Groups: Process and Practice	3	9.00	5.08	N/A		
The Law of Higher Education	3	9.00	5.08	3	7.50	6.82
Management of Organizational Behavior	3	9.00	5.08	N/A		

Table 1 (Cont)

Book Titles	Program Heads (N=59) f	Rank Order	%	CSAOs (N=45) f	Rank Order	%
Academic Strategy: The Management in Higher Education	N/A			7	1.00	15.91
Four Critical Years	N/A			4	4.50	9.09
In A Different Voice	N/A			4	4.50	9.09
In Search of Excellence	N/A			3	7.50	6.82
Investment in Learning	N/A			3	7.50	6.82

Table 2

Frequency and Percentage Distribution of Categories of Related Books as Chosen by Heads of Student Personnel Preparation Programs and CSAOs

Type of Book	Heads of Programs				CSAOs			
	f of Diff Books	%	f of Type Chosen	%	f of Diff Books	%	f of Type Chosen	%
Higher Education	20	20.00	53	35.57	27	30.68	49	40.50
Counseling	28	28.00	31	20.81	9	10.23	9	7.44
College Students	4	4.00	8	5.37	8	9.09	11	9.09
Management	19	19.00	23	15.44	17	19.32	20	16.53
Psychology	7	7.00	7	4.70	4	4.55	4	3.31
Research	3	3.00	3	2.01	1	1.14	1	0.83
Social Issues	6	6.00	7	4.70	11	12.50	15	12.40
Student Personnel	13	13.00	17	11.41	11	12.50	15	12.40
Total	100	100.00	149	100.00	88	100.00	121	100.00

Table 3

Frequency and Percentage Distribution of Choices of Related Books by Heads of Student Personnel Preparation Programs Approved By Commission XII Compared to Those of Programs Not Approved by Commission XII

Type of Books	Commission XII Approved				Commission XII Not Approved			
	f of Diff Books	%	f of Type Chosen	%	f of Diff Books	%	f of Type Chosen	%
Higher Education	10	21.28	22	34.92	15	22.73	21	26.92
Counseling	14	29.79	16	25.40	16	24.24	16	20.51
College Students	2	4.26	3	4.76	3	4.55	5	6.41
Management	9	19.15	9	14.29	11	16.67	13	16.67
Psychology	2	4.26	2	3.17	4	6.06	5	6.41
Research	0	0.00	0	0.00	4	6.06	4	5.13
Social Issues	5	10.64	4	6.35	4	6.06	4	5.13
Student Personnel	5	10.64	7	11.11	9	13.64	10	12.82
Total	47	100.00	63	100.00	66	100.00	78	100.00

Table 4

Frequency and Percentage Distribution of Choices of Related Books by Heads of Student Personnel Preparation Programs Classified as Administration, Counseling or Student Development

Type of Book	Administration Programs				Counseling Programs				Student Development Programs			
	f of Diff Books	%	f of Type Chosen	%	f of Diff Books	%	f of Type Chosen	%	f of Diff Books	%	f of Type Chosen	%
Higher Education	8	47.06	14	60.87	5	18.52	5	18.52	14	21.54	31	32.63
Counseling	0	0.00	0	0.00	11	40.74	11	40.74	18	27.69	20	21.05
College Students	3	17.65	3	13.04	0	0.00	0	0.00	3	4.62	5	5.26
Management	2	11.76	2	8.70	5	18.52	5	18.52	11	16.92	13	13.68
Psychology	1	5.88	1	4.35	1	3.70	1	3.70	4	6.15	5	5.26

Table 4 (Cont)

Type of Book	Administration Programs				Counseling Programs				Student Development Programs			
	f of Diff Books	%	f of Type Chosen	%	f of Diff Books	%	f of Type Chosen	%	f of Diff Books	%	f of Type Chosen	%
Research	2	11.76	2	8.70	0	0.00	0	0.00	2	3.08	2	2.11
Social Issues	0	0.00	0	0.00	2	7.41	2	7.41	5	7.69	6	6.32
Student Personnel	1	5.88	1	4.35	3	11.11	3	11.11	8	12.31	13	13.68
Total	17	100.00	23	100.00	27	100.00	27	100.00	65	100.00	95	100.00